Language POLICY  
 Lawton Chiles Middle Academy

*Mission Statement*

We are an internationally-minded community committed to fostering curious minds in an educational environment that produces resilient, respectful and empathetic students, empowering them to exemplify academic integrity and exhibit responsiveness to our ever-changing global community.

*Philosophy and Beliefs*

At Lawton Chiles Middle Academy, language instruction is integrated into all subject areas to assist students in acquiring and refining the linguistic skills necessary for success. The MYP objectives and aims, as well as district and state requirements, guide our teaching and learning of language. All L.C.M.A. teachers instruct students in reading, speaking, writing, listening, and presenting. Students are encouraged to use written language in numerous contexts as a means of expressing themselves powerfully, purposefully, and creatively while reflecting on their learning and their lives, as well as connecting with the world. School-wide, students explore the fundamental concepts of analyzing, organizing, producing text, and using language with the purpose of communicating, learning holistically, and promoting intercultural awareness.

*Basic Assumptions*

* As students progress from one course to the next, increases should occur in the complexity of materials, tasks and student independence in the application of skills and strategies.
* Learning tasks and materials accommodate the individual needs of students through differentiation of instruction.
* Updated technology is available for students to develop competencies.
* Students use the reading process to construct meaning from a wide range of literary, informational and technical texts.
* Students use the writing process to communicate information and ideas.
* Students understand the power of language and using language in authentic contexts.
* Students respond critically to visual, oral and written texts.

### *School-wide Goals*

All members of the Lawton Chiles Middle Academy community are aware that writing and communicating are imperative if we are to participate in a global community. To this end, the members of the Lawton Chiles Middle Academy’s Language Policy Committee have established the following goals to be reviewed and evaluated annually:

* All community members will develop and refine the skills necessary to effectively communicate in a global environment.
* All community members will cultivate a global environment within our school.

*Language and Literature*

The primary language of Lawton Chiles Middle Academy is English while Spanish is taught as a second language. English (Language and Literature) is taught according to the guidelines set forth in our state standards and the MYP subject guide. It is our belief that all faculty members are language teachers and, as such, are expected to incorporate the teaching of language into their curriculum. Teachers are expected to model proficient literacy behaviors and work together to develop reading, literacy and communication skills.

*Language Acquisition*

Language Acquisition encourages an appreciation for and understanding of other languages and cultures, and provides a skill base for further language learning. The Language Acquisition offering in the MYP Years 1-3 (6th-8th grade) is Spanish. All students learn to speak, listen, read, and write in a second language. Students in year 3 have the opportunity to take high-school credit Spanish; all other students in years 1 – 3 take what is described by our district and state as “advanced Spanish”. We offer Spanish 1 and Latin 1 for high school credit to some of our more advanced 7th graders and a year later, Spanish 2 and Latin 2 for high school credit to these students in their 8th grade year. Every Spanish course follows the IB subject guide and is taught for a full year, allowing students to build their skills in the areas of speaking, listening, reading and writing. These are the same skills that are identified as integral to our school’s philosophy, emphasizing to students the inter-relatedness of all eight MYP subject areas. In addition, students in language class develop an awareness and appreciation for their own culture and the culture of others. Teachers use differentiated instruction and a variety of teaching strategies in the classroom to maximize student learning.

*Special Populations*

### *Intensive Reading*

Students who have scored at level 1 or a lower level 2 on the reading portion of the FSA Language Arts Florida Standards (LAFS) are assigned an Intensive Reading class, which is in addition to their language and literature class. The intensive reading class is designed to increase the student’s specific reading needs – decoding skills, fluency and/or comprehension of text – in order to achieve higher levels of success. The course uses curriculum designed by ACHIEVE 3000 which employs online non-fiction resources to teach and reinforce a variety of critical reading skills. The ACHIEVE 3000 program calculates and adjusts the students individual Lexile levels. Each student works on articles, in the program, at their individual levels.

## *ASSESSMENT*

Students are continually assessed using formative and summative assessments evaluated with MYP rubrics as well as rubrics created by teachers. Instructors offer a variety of assessment types including projects, presentations, discussions, tests, essays and other forms of written and oral communication, in addition to self and peer evaluations. Students are also evaluated using district and state-mandated assessments. Parents and students alike receive feedback on student progress in multiple areas including traditional grades; achievement levels related to MYP criteria; performance related to state exams; and performance related to the district grading system. *For additional information related to assessment, please see the school’s assessment policy.*

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## *INTERCULTURAL AWARENESS*

According to surveys originating from our district, languages spoken in the homes of our L.C.M.A. students include English, Spanish, and a variety of other languages. Throughout the year, the school provides opportunities for students to engage in multicultural activities, many of which are embedded within the curriculum of our subject areas, such as the study of various cultures in individuals and societies classes and through language and literature and reading classes. In language and literature class, each grade level studies a translated work with students: 6th grade/Year 1: Leo Tolstoy’s “The Ant and the Pigeon” translated to English and titled “The Ant and the Dove”; 7th grade/Year 2: *Popocatepetl and Iztaccihuatl*; 8th grade/ Year 3: from *Night* by Elie Wiesel, originally written in Yiddish and translated into French and then English.

In addition, we provide opportunities that enhance the curriculum such as bringing in acrobats to perform and educate our students about the customs, language and culture of China. We have also held a Hispanic Heritage Month Celebration that involves a Hispanic Festival for community members, our parents and students. During this festival students tried various dances, played trivia and shared their knowledge of other countries through art. Our hallways reflect our international mindset as each of the signs is printed in Spanish and Chinese in addition to English. Furthermore, our campus greets visitors with “welcome” signs in fifteen different languages. Our Learning Commons (library) demonstrates evidence of our school’s global perspective as it houses multicultural periodicals, books and online resources for students to peruse for research or leisure. We offer students books and magazines printed in other languages in addition to translated works. We understand that our students come with many different language backgrounds, to our school, and will all progress at a different pace. We strive to keep abreast of the most current research regarding language acquisition.

• We provide linguistic learning strategies for the students.

• We give on-going feedback in students’ progress in all languages of instruction

through a thorough support system within the school.

• ESOL Inclusion instruction is offered to ELL students in need of language support in core content areas.

Standard 0301-04: The school implements, communicates and regularly reviews a language policy that helps to foster intercultural understanding through communicating in a variety of ways in more than one language.

Standard 0101-01: The governing body and school leaders articulate a purpose for learning that aligns with the IB’s philosophy and mission.

Standard 0201-01: The school regularly reviews and follows all IB rules, regulations and guidelines to support programme implementation and ongoing development.

Standard 0202-02: The school identifies and provides appropriate learning support.

Standard: 0301-02: The school secures access to an IB education to the broadest possible range of students.

Standard 0301-06: The school implements, communicates and regularly reviews its IB-mandated policies to ensure they are cohesive and reflect IB philosophy.